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ABSTRACT

The way in which Columbia College, Missouri, is perceived by potential students, government officials, donors, and neighboring institutions was surveyed. Of the 900 randomly selected study group members, 519 responded to a mail questionnaire, which is appended. As many as 37 percent would not or could not give an opinion regarding the college's strengths and weaknesses, a finding that suggests that a substantial portion of the community is not well informed regarding the programs and problems of the institution. Several individuals mentioned the college's lack of visibility and publicity about is curriculum and programs as a weakness. Some uncertainty about the college being private was demonstrated. The day program is more well-known that either the evening program or extended studies; almost three-fourths of the respondents know about the evening program, and 60 percent know that the college offers special programs for adults. Two academic programs, art and business, are also well-known to the respondents. Although members of the community apparently believe that Columbia College graduates are well-educated, they express concern over the quality of the institution, and also appear to perceive the institution as financially unstable. The age group to whom the evening programs are targeted appear to be aware of the offerings, but not of the extensive financial aid offered at the college. Additionally, respondents who are professionals and managers have a fairly well-defined image of the college. Suggestions to improve knowledge about the college are offered. (SW)

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COLUMBIA COLLEGE IMAGE SURVEY REPORT

Submitted to the Long Range Planning Committee

by

VICKI M. CURBY, Ph.D.

March, 1981

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Introduction

Problem

Columbia College is currently engaged in a long-range planning effort. The model being used for this undertaking is the strategic planning process of Robert Cope (1978). The first step in this model is learning where the College is and what it is. Then, he recommends a clear identification of the strengths of the institution and the assets in the community which provide a definite advantage in carrying out its mission. To identify strengths and weaknesses, Cope recommends asking a set of questions involving the college's image, i.e., how is the institution perceived by potential clients, government officials, donors, neighboring institutions?

To date, the College has not systematically gathered information that would indicate the public image of the institution.

Research Objectives

1. To get an indication of the visibility of Columbia College in order to determine what image currently exists and to assist in evaluating future plans for public relations.
2. To determine public opinion regarding how well Columbia College meets the public's expectations of producing graduates with a bachelor's degree.
3. To gauge whether or not the community is optimistic about and/or confident in Columbia College
4. To determine how much the public knows about the mission of Columbia College.

5. To determine how the public assesses Columbia College's achieving its goals and serving its mission.

6. To find out if the public views Columbia College as innovative and progressive versus static and traditional in its approach to higher education.

7. To find out if the public knows about the wide range of financial aid offered at Columbia College.

8. To determine if the public knows how much it costs to attend Columbia College and whether or not they would rate Columbia College as cheap or expensive.

9. To determine public opinion about the quality of the College.

10. To find out how accurately the media presents Columbia College to the public.

11. To determine the "fit" between Columbia College and the Columbia community.

Methodology

Population and Sample

The population for the study was the registered voters in Boone County, Missouri. A random sample of 900 people was selected from those registered to vote in the county to be used for this study.

Data Collection Procedure and Instrument Used

A questionnaire, Public Opinion Survey/Columbia College, was designed to collect the data needed for the study. The first question served to eliminate those who had not heard of Columbia College. A second question obtained opinions regarding descriptive words that apply to Columbia College. A third question ascertained knowledge of the type of programs offered at the school. In the fourth question, the public was asked to agree or disagree with various statements which might apply to this institution. The respondents were asked to relate their sources of information about the College in the next question. They were also asked to indicate the most important source of information. After questions regarding their opinion of the strengths and weaknesses of Columbia College, those questioned were requested to provide demographic information. A copy of the questionnaire is included in Appendix A.

The questionnaire, with a letter explaining the purpose of the study and asking cooperation, along with a pre-addressed, stamped return envelope was sent over David B. Rogers' signature to the sample of registered voters. The surveys were mailed the third week of November, 1980. Because of outdated addresses, ninty-six of the original 900 questionnaires were not deliverable. Three weeks later, a reminder letter and questionnaire were mailed to those who had not responded to the first mailing. A final follow-up mailing was sent after another three week period. The final

response that was in by the January 23, 1981, cut-off date totaled 593 questionnaires returned which represented seventy-four percent of the 804 surveys that were sent out.

Treatment Of The Data And Statistical Procedures

When the questionnaires were returned, they were checked to identify the usable ones and coded in preparation for statistical analysis. Questionnaires were unusable for the following reasons:

1) The respondent could not answer because he or she felt unqualified due to a lack of knowledge about Columbia College. 26

2) The questionnaire had not been completed. 11

3) The questionnaire was not printed on the second page. 3

4) The respondent checked that he or she had not heard of Columbia College and returned the questionnaire as instructed. 34

Usable responses were received from 519 individuals which is sixty-five percent of those who were sent survey forms. Frequency distributions on all items of information were computed using the Statistical Analysis System, 1979 Edition.

Findings

Description Of The Respondents

Demographic information was collected to give an over all view of those who responded to the survey. The ages reported by the respondents have been grouped into categories and are presented in Table 1. The majority of respondents were under forty years of age with the largest category of indivuduals being between twenty-five and thirty-nine years of age.

Table 1
Public Opinion Survey Respondents Shown By Age Bracket

Age Bracket	N=519	No.	%
24 and under		138	2
25-39		197	38
40-59		113	22
60 and older		71	14

The results presented in Table 2 summarize the sex of the respondents. The majority of respondents were women. Whether or not the respondents were students is reported in Table 3. Less than one quarter of those completing the questionnaire indicated they were a student.

Table 2
Public Opinion Survey Respondents Shown By Sex

Sex	N=509	No.	%
Male		209	41
Female		300	59

Table 3

Status As Students Of Public Opinion Survey Respondents

Student	N=472	No.	%
Yes		115	24
No		472	76

Information concerning the occupation of the respondents is summarized in Table 4. A wide range of occupations were present among those who responded to the survey. The largest category of workers were professionals. The second most often mentioned occupation was that of being a student. Clerical workers were ten percent of the respondents.

Table 4

Occupations Of Public Opinion Survey Respondents

Occupation	N=450	NO.	%
Professional		125	28
Manager or Administrator (non-farm)		37	8
Sales Worker		18	4
Clerical or similar worker		55	12
Craftsman or similar worker		9	2
Operative or similar worker		17	4
Laborer (non-farm)		4	1
Farmer		7	1
Service worker		24	5
Homemaker		44	10
Student		76	17
Unemployed		2	1
Retired		32	7

In the Public Opinion Survey, respondents were asked to indicate if they or a member of their family had ever attended Columbia College. The response to this question is reported in Table 5. Over three-fourths of the respondents indicated that neither they nor a member of their family had ever attended the college.

Table 5

Attendance At Columbia College By Public Opinion Survey Respondents Or Their Family Members

Attendance at Columbia College N=511	NO.	%
Yes	102	20
NO	409	80

Summary of Results

Data concerning the applicability of descriptive words to Columbia College are reported in Table 6. For the majority of respondents, Columbia College can be described as a small, friendly, liberal arts college which is private. Those who responded to this survey would not call the institution research-oriented or difficult. Over forty percent of these Boone County voters were not sure if the school is progressive, research-oriented, or career-oriented.

The opinion of the respondents regarding course and program offerings is presented in Table 7. As for when and where courses are offered at Columbia College, ninety-three percent of the public believed courses were offered during the day and seventy-four percent of those responding stated affirmatively that courses were offered in the evening. A majority of fifty-six percent of the respondents were not sure if courses were offered in other states. Those who answered the survey firmly believed that Art and Business are offered at the College. They were fairly sure that Fashion is a part of the curriculum, but unsure about offerings in Travel, Social Work and Criminal Justice. Not many respondents believed that Allied Health was a course that could be taken at Columbia College.

The recipients of the Public Opinion Survey were asked to respond to several statements about Columbia College. The results are presented in Table 8. There was little strong agreement or disagreement with the statements. The statement that drew the most agreement was, "The community is better off for having Columbia College here." Twenty-five percent of the respondents strongly agreed and fifty-five percent of them agreed with this comment. The other statement with which the majority of respondents agreed was, "Columbia College provides special programs for adults." Fifty percent of those who responded agreed and ten percent of them strongly agreed with this statement. The only statement with which there was majority disagreement was, "Columbia College graduates are not well-educated." Forty-four percent of the respondents disagreed and eight percent of them strongly disagreed with this statement.

The comments about the College that got the most uncertain responses were 1) "Extensive financial aid is available at Columbia College.," 2) "Columbia College promotes a religious environment.," and 3) "Columbia College has serious financial problems." More individuals tended to agree rather than disagree that the College is a high quality institution. Thirty-seven percent of the respondents were not sure about this point.

Table 6

Public Opinion Survey Respondents' Application Of Descriptive Words To Columbia College

Descriptive Words	N=519	Applicability					
		Yes		No		Not Sure	
		No.	%	No.	%	No.	%
Traditional	N=493	255	52	76	15	162	33
Progressive	N=497	200	40	86	17	211	43
Friendly	N=498	344	69	14	3	140	28
Small	N=505	467	92	10	2	28	6
Research-Oriented	N=483	31	6	232	48	220	46
Difficult	N=489	10	2	284	58	195	40
Liberal Arts	N=494	350	71	25	5	119	24
Expensive	N=493	191	39	124	25	178	36
Career-Oriented	N=491	208	42	75	16	208	42
Public	N=477	181	38	209	44	87	18
Private	N=492	268	55	135	27	89	18

Table 7

Columbia College's Course Offerings According To Public Opinion Survey Respondents

Offerings	N=519	Responses					
		Yes		No		Not Sure	
		No.	%	No.	%	No.	%
The Day	N=507	471	93	2	.4	34	6.6
The Evening	N=505	373	74	10	2	122	24
Other States	N=492	128	26	90	18	274	56
Art	N=503	379	75	6	2	118	23
Fashion	N=499	249	50	17	3	233	47
Business	N=504	375	74	3	1	126	25
Travel	N=494	205	41	20	4	269	55
Social Work	N=498	202	40	14	3	282	57
Criminal Justice	N=499	153	31	25	5	321	64
Allied Health	N=493	72	15	39	8	382	77

Table 8

Statements Applicable to Columbia College According To
Public Opinion Survey Respondents

Statements	N=519	Agree Strongly No.	%	Agree No.	%	Not Sure No.	%	Disagree No.	%	Disagree Strongly No.	%
Columbia College is a high quality institution	N=514	33	7	173	33	192	37	99	19	17	3
The community is better off for having Columbia College here	N=513	132	25	285	55	77	15	14	3	5	1
Columbia College has serious Financial problems	N=512	63	12	181	35	248	48	19	4	1	0
Columbia College promotes a religious environment	N=512	8	2	44	8	283	55	158	30	19	4
Extensive financial aid is available at Columbia College	N=507	18	3	102	20	350	69	34	7	3	1
Columbia College graduates are not well-educated	N=506	9	2	45	9	190	37	222	44	40	8
Columbia College provides special programs for adults	N=511	54	10	257	50	195	38	5	1	1	0

When asked where they obtained their information about Columbia College, the majority of respondents indicated the sources were friends (sixty-five percent), newspapers (fifty-seven percent), and their general impressions (fifty-five percent). Personal contact was a source for thirty-one percent of the respondents (see Table 9). Most important sources of information for those who completed the questionnaire are shown in Table 10. Friends and newspaper were the two sources checked as most influential to them.

Table 9

Public Opinion Respondents' Source Of Information About Columbia College

Source N=519	No.	%
Friends	339	65
Radio	97	19
Television	100	19
General impressions	283	55
Personal Contact	159	31
Newspaper	295	57
College publications	76	15
College activities	93	18
Other	45	9

Table 10

Most Important Source Of Information About Columbia College For Public Opinion Survey Respondents

Source N=310	No.	%
Friends	121	33
Radio	8	2
Television	6	1
General impressions	59	16
Personal contact	59	16
Newspaper	84	23
College publications	14	4
College activities	4	1
Other	14	4

The sample of registered voters were asked to write what, in their opinion, is the greatest strength of Columbia College (see Table 11). The most often mentioned strength was the small size of Columbia College, which allows for personal contact for students and a small faculty/student ratio. Forty-seven percent of the respondents listed this item. When asked to relate their opinion of the College's greatest weakness, the respondents gave a variety of answers as is illustrated in Table 12. The two areas most often mentioned were financial problems and academic integrity. Twenty percent of those who actually responded believe that financial problems weakened the institution. Those who believe the College lacks academic quality and prestige were nineteen percent of those who wrote in a reply.

Table 11

Columbia College Greatest Strengths According To
Public Opinion Survey Respondents

Strengths	N=333	No.	%
Small size: personal contact, good student/faculty ratio		156	47
Evening/Adult program for non-traditional students		26	8
Reputation and tradition		21	6
Location in Columbia, Missouri/proximity to UMC and Stephens		17	5
Provisions of educational opportunity for those who cannot succeed at other schools		16	5

There were 30 additional responses with less than 5% mentioning the same item.

Table 12

Columbia College Greatest Weaknesses According To
Public Opinion Survey Respondents

Weakness	N=328	No.	%
Financial problems		65	20
Lacks academic prestige, standards, and quality		62	19
Lacks publicity about curriculum and programs		35	10
Cost: expensive to attend		27	8

There were 45 (7% of total) additional responses with less than 5% mentioning the same item.

Additional Analysis of Public Opinion Survey

A cross-tabulation was computed to compare the responses to the statement, "Columbia College has serious financial problems," and the weaknesses listed by the respondents. Of the 27 people who listed the expense of Columbia College as a weakness, there were 12 (44%) who agreed with the statement and 15 (56%) who did not agree that the College has serious financial problems. Those who listed "financial problems" as the College's weakness did agree with the statement. Seventy-eight percent (51 of the 65 who listed this weakness) agreed with the statement. For those listing lack of academic prestige (62 individuals) and those listing the College's inability to compete with UMC and Stephens, there was close to an even split among those who agreed and disagreed with this statement. For the 35 respondents who noted lack of publicity as the College's greatest weakness, only 40% agreed that Columbia College has serious financial problems.

A comparison was made of those respondents who were in the age group of 25-39 years of age and their responses to several questions. There were 196 individuals in this age group who responded to the question which asked them about program offerings in the evening at Columbia College. This number is 39% of the 505 respondents to this question. Of the 25-39 year olds, 31% (159 of the 505 respondents) said "yes," less than one percent (4 of 505 respondents) said "no," and 6.5% (33 of the 505 respondents) were "not sure." Eighty-one percent of the respondents in this age group said "yes," evening programs are offered. Of all the respondents who said "yes" to this question, 43% were in this age group.

Those in the 25-39 year old age group agreed with the statement, "Columbia College provides special programs for adults." Of the 511 respondents to this question, 128 (25% of the total) of those in this age group either "strongly agreed" or "agreed" with this statement. Thirteen percent (68 individuals) were not sure about adult programs which is 35% of those in this age group. Only one person between the age of 25 and 39 years disagreed with this statement. Forty percent of those who "strongly agreed" and 42% of those who "agreed" that adult programs are provided by Columbia College were in this particular age group.

There were 198 individuals who were 25-39 years of age who responded to the statement, "Extensive financial aid is offered at Columbia College." This number is 39% of the 505 individuals who responded to this question. Twenty-five percent (49 people) in the 25-39 year old age group either "strongly agreed" or "agreed" with this statement and six percent (12 people) "disagreed." Sixty-nine percent (137 people) indicated that they were "not sure" about extensive financial aid offerings.

A factor analysis was computed for the statements that were measured by a Likert scale (question 4). Three factors emerged from this rotated factor pattern. The factors reflected in the response to these statements appear to be: 1) the regard the respondent has for the College, 2) the "people-orientation" perceived by the respondent, and 3) financial considerations.

The respondents to the public opinion survey who were placed in the occupational categories of either professional or manager

numbered 162 individuals which is 39% of those who listed an occupation and 31% of the 519 who responded to the survey. In response to the descriptive words about the College, the professionals and managers were less willing than others to use the terms "traditional," or "career-oriented." They were more certain than others that the College is not "research-oriented," and not "difficult." In most of the responses the professionals and managers were more sure of their answers than others. Of those few people (23) who said "no" to the term "Liberal Arts" as a descriptive word for the College, 61% were professionals or managers. Just the opposite was true for the term "expensive" where almost 60% of those who said "no" were not professionals or managers. Those in the occupational category of professional or manager were more certain and more correct regarding the status of the College as a public or private institution.

More professionals and managers than the others knew of extended studies. But there appeared to be no significant differences between the age groups regarding the other offerings of the College. This group was less likely than others to agree that Columbia College is a high quality institution and that its graduates are well-educated. They agreed more than others that the College has serious financial problems. As for the religious environment promoted on the campus, those in the professional and manager occupational groups were less likely to agree that such an environment exists. This group also was not as certain as others that extensive financial aid is offered on the campus.

As for their sources of information about Columbia College, the professional and managers appeared to use their general impressions and College publications less than others. They indicated personal contact as a source of information at a higher average than those in other categories.

When asked to indicate the greatest strength of Columbia College, the professionals and managers indicated the following at a higher than average rate: 1) the small size, 2) the evening program, and 3) the location of the College in Columbia, Missouri. No professionals or managers listed the reputation or tradition of the College as a strength while 18 others did. They were also less likely than other to list as a strength the provision of an educational opportunity for those not admitted to nor doing well at other schoools. As for the College's weakness, 51% of the professional and managers listed either financial problems or lack of academic prestige. Based on average responses, those in other occupational categories more often listed the cost and lack of publicity as the weakness.

Of the 511 individuals who answered the question, 20% (102 people) indicated that they or a member of their family had ever attended Columbia College. Consistently, the respondents that had this type of personal contact marked the "not sure" response to questions less often than those who had not had the contact. On specific items in the survey, a higher than average percentage of attendees felt that the college could be described as "progressive." Of the 14 individuals who marked "no" to the term "friendly" in describing the College, five were among the attendees. They also

marked the College as expensive and career-oriented on a higher average than the others.

As for the offerings of the College, those who had attended or had a family member who had attend at Columbia College knew of the extended studies program, the fashion program, the travel program, the social work program at a higher average than others. A higher percentage of attendees than others knew about the criminal justice program, but it was only half of the attendees.

There were stronger feelings both in agreement and disagreement among the attendees regarding the quality of the institution. The majority of those who had attended or who had family members attend agreed that Columbia College is a high quality institution and disagree that its graduates are not well-educated. Although most of the respondents agreed that the community is better off for having Columbia College here, the attendees displayed stronger agreement. As for the financial aid offerings, the attendees were in strong agreement and disagreement about their being extensive. Twice as many attendees agreed rather than diagreed that extensive financial aid is available at the College. The attendees were more certain of their answers regarding the provision of programs for adults and in stronger agreement than the others that these programs are offered.

As to be expected, friends and general impressions were less of source for the attendees than the others. They rely more on their personal contact, college publications, and college activities than the others for information about Columbia College. Personal contact is the most important source of information for this group.

Of the strengths of the institution that more than 15 people listed in common, a higher than average percentage of attendees listed the evening program and the College's location in Columbia, Missouri as its greatest strengths. The expense of attending the College was a weakness listed by the attendees on a higher average than those who had not attended or had family members attend.

The respondents who checked that they were students numbered 115 which was 24% of the 472 individuals who answered that question. Regarding their description of Columbia College, a lower percentage than average of the students felt the College was progressive. Of the 13 individuals who said "no" to the College's being friendly, six were students. A higher percentage than average of the students described the College as expensive. The students were more correct than others regarding the public or private status of the College. The students were less sure than others about the evening program and about extended studies.

The student opinion regarding the quality of the institution was almost completely opposite to non-student. There was less agreement among the students in this survey that Columbia College is a high quality institution. The majority of respondents agreed that the community is better off for having the College here. Those who were in a higher disagreement than average were in the student group. The students were more sure of their response to the statement regarding financial problems than others. A higher percentage than average of the students agreed that the College has serious financial problems. A larger majority of respondents in both categories were not sure about the financial aid offerings. Of those who did answer, a higher percentage than average of the students

agreed that extensive financial aid is available at Coumbia College. The students were less sure and showed less agreement than non-students regarding the provision of special programs for adults.

The only differences between the students and non-students regarding their sources of information about Columbia College were that a lower than average percentage of students checked newspapers as a source and that a higher than average percentage of students checked college publications. In additon to college publications, their general impressions were listed as the most important source of information.

A higher percentage than average of the students listed the location of the College in Columbia, Missouri as its greatest strength. A lower than average percentage of students listed evening programs and the reputation of the College as its greatest strength. There appeared to be no significant differences between students and non-students with respect to weaknesses listed.

Discussion, Conclusions and Recommendations

As can be noted from examining the tables in this report, the majority of respondents expressed opinions on all questions. Generally, "no answer" responses alternated at levels less than ten percent. The overall responses, therefore, were such that information obtained from this survey provides relevant data about public opinion of Columbia College.

Nine percent of those who were sent questionnaires would not or could not respond to the survey. As many as thirty-seven percent would not or could not give an opinion regarding the College's strengths and weaknesses. These numbers suggest that a substantial portion of the community is not well informed regarding the programs and problems of the institution. Several individuals mentioned the College's lack of visibility and publicity about its curriculum and programs as a weakness. The public definitely lacks awareness of the financial aid offerings on the campus. From the results of this survey, it appears that "word of mouth" is the way information is currently being communicated. Newspapers are the most used media source of information. A public relations campaign should take into account the above mentioned findings.

In responding to this survey, the public accurately described the school. The areas that need clarification are the institution's being progressive, research-oriented, and career-oriented. The new mission statement and the way it is communicated to the public should clear up these ideas in the public's mind.

Information regarding the public's rating of Columbia College as an expensive institution was not clear-cut since thirty-nine percent of the respondents said "yes," twenty-five percent said "no" and thirty-six percent were "not sure" when asked their opinion. An unexpected finding was that not

more respondents knew with certainty that the College is private rather than public.

Concerning the College's offerings, the day program is more well know than either the evening program or extended studies. Almost three-fourths of the respondents knew about the evening program and sixty percent agreed that the College offers special programs for adults. More of an effort might be undertaken to link the evening program with services for adults in the public's mind. It is obvious from the results of this study that local residents are not very aware of the College's extended studies program.

Two academic programs, Art and Business, were well-known to the respondents of this survey. The public was accurate in not associating Allied Health with this College since it is not a part of the curriculum. Efforts should be made to develop the public's awareness of the programs in Fashion, Travel, Social Work, and Criminal Justice.

Although members of the community apparently believe that Columbia College graduates are well-educated, they expressed concern over the quality of the institution in both the response to the statement, "Columbia College is a high quality institution," and their written comments. Any "tightening up" of admission and/or academic standards should be communicated to the public to increase the accuracy of its perceptions. Support for the College was expressed by the high percentage of respondents who indicated that the community is better off for having the College as a part of it as well as in written opinions.

Based on the lack of disagreement with the statement concerning the College's financial problems and the written comments, it can be concluded that the public perceives the institution as financially unstable. Many of

the comments suggested a recognition that financial concern is a problem for all small, private schools and not unique to Columbia College. Since the results of this survey indicate that the public does not see Columbia College as promoting a religious environment, it would seem that a successful transition has been made from the former religious affiliation to the current situation.

In conducting additional analysis of the data, the crosstabulation of responses provided detailed information. It appears that the age group to whom the evening programs are targeted are aware of the offerings. They are not aware, however, that extensive financial aid is offered at the college.

Respondents to this survey who are professionals and managers have a fairly well-defined image of the college. Efforts could be put forth to insure the accuracy of the perceptions with this group.

Information for people who attend or whose family attend Columbia College is important. Attention can be given to students and what they know about the school while they are in attendance.

The comments made in this survey suggest that the public views Columbia College as an alternative institution. This status is due to the College's size, evening program and accessibility. Several people expressed an interest in seeing Columbia College serve as a community college which offers two-year vocational programs as well as college preparatory courses.

As the Long Range Planning Committee goes about its efforts to clarify the mission of the College, the public's opinion of the school should be taken into account. There are currently areas that are being stressed or have potential such as career-oriented programs which have apparently not yet been incorporated into the image of the College that is held by

local residents.

The local support for the College that was expressed in this survey needs to be cultivated and developed. The College can build on its strengths -- size and alternative offerings, and work toward overcoming its weaknesses -- financial problems and quality. A public relations effort should be developed to better communicate the College's mission, offerings, accomplishments and activities to the community.

It is recommended that a similar study be conducted periodically to access the institution's image. Also, a needs analysis/market survey should be conducted in the community to determine how the College can better be of service to local residents.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

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November 20, 1980

An important survey is being conducted to gather information about the public's opinion of Columbia College. The results of this survey will be used to help the College make long-range plans.

Please take a few moments of your time to answer the simple questions on the enclosed form.

Your answers will be kept confidential and used only in combination with others to get a composite picture. Since your name was drawn as one of a scientifically selected random sample representing local residents, your reply is essential to the accuracy of the survey. Enclosed is a stamped reply envelope for your convenience.

Thank you for your valuable assistance.

Sincerely yours,

David B. Rogers

PUBLIC OPINION SURVEY

COLUMBIA COLLEGE

1. Have you heard of Columbia College? Yes ____ No ____

   If "no", please check the proper box and return the questionnaire in the stamped reply envelope. Your answer is very important to us. Thank you.

   If "yes", please continue:

2. Consider the following list of descriptive words. Do they apply to Columbia College?

	YES	NO	NOT SURE
Traditional	____	____	____
Progressive	____	____	____
Friendly	____	____	____
Small	____	____	____
Research-Oriented	____	____	____
Difficult	____	____	____
Liberal Arts	____	____	____
Expensive	____	____	____
Career-Oriented	____	____	____
Public	____	____	____
Private	____	____	____

3. Columbia College programs offer courses in:

	YES	NO	NOT SURE
The day	____	____	____
The evening	____	____	____
Other states	____	____	____
Art	____	____	____
Fashion	____	____	____
Business	____	____	____
Travel	____	____	____
Social Work	____	____	____
Criminal Justice	____	____	____
Allied Health	____	____	____

4. Listed below are statements which might apply to Columbia College. Please check your response for each statement.

	Agree Strongly	Agree	Not Sure	Disagree	Disagree Strongly
Columbia College is a high quality institution.	____	____	____	____	____
The community is better off for having Columbia College here.	____	____	____	____	____
Columbia Collge has serious financial problems.	____	____	____	____	____
Columbia College promotes a religious environment.	____	____	____	____	____
Extensive financial aid is available at Columbia College.	____	____	____	____	____
Columbia College graduates are not well-educated.	____	____	____	____	____
Columbia College provides special programs for adults.	____	____	____	____	____

please turn →

5. Where do you obtain your information about Columbia College? You may check more than one.

Friends	____	General Impressions	____	College publications	____
Radio	____	Personal Contact	____	College activities	____
T.V.	____	Newspaper	____	Other	____

Please put an asterik (*) beside the most important source of information to you.

6. In your opinion, what is the greatest strength of Columbia College? (please write in)

7. In your opinion what is Columbia College's greatest weakness? (please write in)

8. Please provide the following information for statistical purposes:

Age: ____ Sex: Male ____ Female ____ Student: Yes ____ No ____

Occupation: _____

Have you or a member of your family ever attended Columbia College?
Yes ____ No ____

Thank you very much for your time. Please return the survey in the stamped envelope.

APPENDIX B

FOLLOW-UP LETTERS

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Haden Building
901 East Broadway
Columbia Missouri 65201
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December 6, 1980

About ten days ago, you should have received a letter and questionnaire concerning your opinion of Columbia College. Although the response has been good, the college has not received a questionnaire from you. The more responses received, the more meaningful the research will be.

The questionnaire has been sent to registered voters in Boone County. We hope that it will provide useful information regarding the public's opinion about Columbia College and help us with long-range planning.

If you have just forgotten about it or have not found the time to fill out the questionnaire, would you do so now? Another questionnaire and stamped envelope are enclosed for your convenience. It will take only a few minutes and your help will certainly be appreciated.

If you have already mailed the questionnaire, please disregard this reminder and accept my thanks.

Yours very truly,

David B. Rogers

cjb

Enclosures

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December 29, 1980

You were mailed the enclosed form as a member of a scientifically selected sample of Boone County residents. The overwhelming majority have been kind enough to help with this important project by sending in their answers. If you were one of them, this is our way of saying, "Thank you".

In case you were away or too busy to complete the questionnaire before, would you do so now? Getting as near to a "perfect survey" as possible means getting a reply from everyone who received a questionnaire. If you know very little about the college, you can mark the "not sure" reponses. Your survey is needed even if you answer the questions this way.

To aid in an early reply, enclosed is a self-addressed stamped envelope. Of course, answers will be used only for constructing statistical tables. Many thanks for your help in this survey.

Yours very truly,

David B. Rogers

cjb